

# Basic Communication Course Annual

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## Contents

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## **1990 Basic Course Committee Award Winning Papers**

- "The Introductory Communication Course:  
Results of A National Survey ..... 106**  
Douglas M. Trank  
Pat Lewis

*The Association for Communication Administration sponsored a national survey of speech communication departments in 1985 to assess the state of the field in the mid-eighties. This survey was revised and administered again in 1987-1988 to assess changes which occurred across the country in the three intervening years. This paper reports selected data from that survey which might be valuable to faculty and administrators with a particular interest in introductory communication courses.*

- "Logic and Emotion, Persuasion and Argumentation:  
'Good Reasons' as an Educational Synthesis" ..... 123**  
Warren Sandmann

*This essay considers the historical development and present-day pedagogical presentation of the disciplines of argumentation and persuasion as they are presented in the introductory communication course. The essay develops the claim that the two disciplines were historically bound but have been separated by a misinterpretation of classical rhetoric texts. Argumentation has been misrepresented as logical reasoning, and persuasion as appeals to emotion. This essay calls for the acknowledgment of the interdependence of logic and emotion, and for the teaching of rhetorical argumentation, an argumentation pedagogy that blends logical and quasilogical argumentative forms with the values and beliefs that are part of the persuasive process.*



## ***Instruction in the Introductory Communication Course***

- "Instructional Communication Strategies for  
Adapting to a Multicultural Introductory Course" ..... 145**  
Charles A. Braithwaite  
Dawn O. Braithwaite

*Because of the increase in the cultural diversity of the students in our introductory classrooms, one question facing those of us who are responsible for teaching communication courses is: What changes, if any, are needed in the instructional strategies for teaching in a multicultural introductory communication course? Based on our investigations, this essay presents several instructional communication strategies we argue may be used to adapt communication courses to an increasingly diverse student population. This essay presents strategies in four general areas of teaching in our introductory communication courses: [a] broadly defining culture, [b] adapting instructional language, [c] adapting assignments, and [d] using ethnographic resources. Finally, we discuss issues of evaluation of teaching effectiveness in the multicultural classroom.*

- "The R3A3 Processing System for Experiential  
Learning in the Classroom" ..... 161**  
Pamela L. Gray

*This paper describes two systems currently used to process experiential activities in a communication classroom: Bloom's Taxonomy and the EDIT System. The author presents some possible drawbacks to using these systems, especially by new instructors and/or graduate teaching assistants. Finally, this paper proposes a new system, the R3A3, as a way to process activities effectively in an introductory communication classroom.*

- “Reading Our Own Speech Critiques as Texts  
that Reveal Educational Goals, Instructional  
Roles and Communicative Functions ..... 179**  
**Jo Sprague**

*This essay argues that the inability to agree on the most valuable techniques of presenting classroom criticism to students is due to an inadequate consideration of educational purpose. One framework for thinking about goals and priorities is offered. Classroom critiques, which have previously been studied in terms of their manifest content, can be interrogated to identify assumptions about how teachers see the purposes of instruction, how they see their own roles in giving criticism, and the illocutionary force of their own comments as speech acts.*

- “Classroom Interventions for Reducing  
Public Speaking Anxiety” ..... 202**  
**Michael R. Neer**  
**W. Faye Kirchner**

*The study examined the effects of controlling situational factors (i.e., instructional interventions) on reducing state anxiety levels of low and high public speaking apprehensives. Situational factors tested were task difficulty, ambiguity reduction, acquaintance level, evaluation potential, familiarity, and stimulus duration. These factors were tested by manipulating the instructional format through which the initial public speaking assignment was structured. Results demonstrated support for several of the factors. The study concludes by suggesting that a new set of learning outcomes through which to assess the long-term effects of anxiety reduction be identified.*



## **Research on the Introductory Communication Course**

- "Measurement of Communication Motivation in Public Speaking: An Exploratory Study and Scale Development Based on Expectancy Theory" ..... 224**

Edwin J. Dawson

Donald D. Yoder

*The primary intent of this study was to investigate the feasibility of creating a valid instrument, based on expectancy theories, that would reliably measure a student's motivation to communication in public speaking. This investigation suggests that motivation (as measured by the CMPS) is a multi-dimensional construct which can measure the expectancy potential of motivation in public speaking. Communication apprehension, as measured by the PRCA, was related to the avoidance dimensions of the CMPS. Willingness to communicate, as measured by the WTC, correlated with the approach dimensions of the CMPS. The CMPS seems to measure both approach and avoidance dimensions that are conceptually different than the PRCA and the WTC alone. Observed correlations between the CMPS and the ICM suggests that motivation in public speaking may differ from motivation in other contexts and that the needs assessment of motivation may produce different results than an assessment based on expectancy theory. Expectancy theory seemed to be a useful approach for the identification and measurement of communication motivation.*

- "Models for Graduate Teaching Assistant (GTA)  
Training: The 'Real,' the 'Necessary,' and the 'Ideal'" ..... 247**  
Nancy L. Buerkel-Rothfuss  
Pamela L. Gray

*Interest in GTA training is escalating, as evidenced by a steady increase in the number of papers, panels, and other programs devoted to this topic at speech communication conferences. This paper synthesizes the results of four national surveys on GTA training to create three training models: [1] the "real" model (what the survey results tell us is the current state-of-the-art of GTA training), [2] the "necessary" model (what the people involved in training and teaching say is needed), and [3] the "ideal" model (our translation of the research into practice).*

## ***Seminar on Issues in the Introductory Course in Speech Communication***

- "Summary of the Issues Discussed During the  
Seminar on the Introductory Course in Speech  
Communication" ..... 269**  
Lawrence W. Hugenberg  
Donald D. Yoder

*During the 1990 SCA Convention in Chicago, scholars interested in the introductory course in speech communication met for a day-long discussion on current issues. Issues like competency, cultural diversity, and technologies in the introductory course were discussed. The paper herein summarizes the multiple perspectives brought to the seminar.*

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